DOCUMENT RESUME

ED 165 894 PS 010 363

TITLE	CDA Training Handbook for CDA Area Workshop on Training of Trainers.
INSTITUTION	University Research Corp., Washington, D.C.
SPONS AGENCY	Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE	[78]
CONTRACT	105-78-1016
NOTE	112p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Administrator Responsibility; *Child Care Workers; Classroom Observation Techniques; Data Analysis; Data Collection; Early Childhood Education; Interpersonal Competence; Modeling (Psychological); *Performance Based Teacher Education; Postsecondary Education; *Preschool Teachers; Self Concept; *Supervisory Training; *Trainers
IDENTIFIERS	*CDA; Child Development Associate

ABSTRACT

This workshop manual provides information and practice exercises in areas designed to train Child Development Associate (CDA) field supervisors. The manual includes: (1) a list of roles and related responsibilities of the CDA supervisor; (2) information on self-concept theory and its application to field supervision; (3) descriptions of the observation and data collection skills required of the field trainer in conducting ongoing intern assessment and directions and forms for practicing those skills; (4) lists of guidelines (indicators) for analyzing observation data according to the six competencies of the CDA program, directions and problems for use in practicing those analysis processes, and information, and evaluation and data collection forms for determining training needs of individual interns; (5) a discussion of how to use the JOHARI Awareness Model to increase awareness of the potential impact of the CDA field supervisor's attitudes on members of the CDA team; and (6) information on verbal communication, evaluation forms, and directions for modeling basic interpersonal skills. Included in the appendices are a glossary of CDA terms and procedures and examples of Private Perceptual World diagrams. (SE)

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ED165894

CDA TRAINING HANDBOOK
for
CDA Area Workshop
on
TRAINING OF TRAINERS

Conducted by
Child Development Associate Training and Technical Assistance Project
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Funded by
Administration for Children, Youth, and Families
Office of Human Development Services
U. S. Department of Health, Education, and Welfare

Contract No. 105-78-1016

PS010363

The work upon which this publication is based was performed pursuant to Contract No. HEW-105-78-1016, with the U.S. Department of Health, Education, and Welfare, Administration for Children, Youth, and Families. The points of view or opinions expressed do not necessarily represent official policy of the Administration for Children, Youth, and Families.

The worksheets and other forms included in this manual have been developed by University Research Corporation to facilitate the training. The terms used in the workshop and appearing on the URC training forms and materials have been adopted in order to better reflect the innovative nature of CDA training and the assessment process of the CDAC Credential Award System. It should be noted that neither the forms used nor the materials presented are official Administration for Children, Youth, and Families policy and procedures. Workshop participants are welcome to use the materials as they appear here, or adapt them to suit their own program and/or individual needs.

WORKSHOP GOALS AND OBJECTIVES

OVERALL WORKSHOP GOAL:

To increase understanding of the role of the CDA Field Supervisor in providing quality field supervision by focusing on elements of the knowledge, skill, and attitudinal components.

WORKSHOP OBJECTIVES:

1. To provide an overview of the roles and responsibilities of the CDA Field Supervisor.

2. In the knowledge component, to present information on self-concept theory and its application to field supervision.

3. In the skill component, to provide in-depth training in conducting field observations, collecting and analyzing observation data, and developing the individualized training plan during supervisor-intern conferences.

4. In the attitudinal component, to provide in-depth training in the use of effective interpersonal skills to facilitate the supervisor-intern conferences and build positive self-concepts.

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SESSION I:

CHILD DEVELOPMENT ASSOCIATE CONSORTIUM UPDATE

--Workshop Notes--

SESSION II:

CDA TRAINING, RETRIEVAL, AND UTILIZATION PROJECT

--Workshop Notes--

SESSION III:

DIMENSIONS OF SUPERVISED FIELD EXPERIENCES
ROLES AND RESPONSIBILITIES OF THE CDA FIELD SUPERVISOR

Purpose of Session:

To increase understanding of the roles and responsibilities of the CDA Field Supervisor.

Directions:

The following lists of roles and responsibilities of the CDA Field Supervisor have been complied from an analysis of information provided by CDA Pilot Projects, HSST/CDA programs, and National HSST/CDA Workshop participants. You will be watching three videotapes, each showing a CDA Field Supervisor conducting an ongoing appraisal of a CDA intern. Each videotape will include an on-site observation and follow-up conference. At the conclusion of each videotape place a check (✓) in the numbered columns for each role and accompanying responsibility that you observed to any degree in the videotape. (Extra space is provided to enter additional roles and/or responsibilities.)

ROLE	RESPONSIBILITIES	VIDEOTAPES		
		#1	#2	#3
I. TRAINING TEAM MEMBER WITH INTERN	• To maintain the team role rather than the "authoritarian" role.			
	• To build trust and maintain trust.			
	• To maintain confidentiality.			
	• To facilitate open communication and professional growth.			
	• To foster growth toward self-confidence and positive self-concept.			

ROLE	RESPONSIBILITIES	VIDEOTAPES #1	#2	#3
I. TRAINING TEAM MEMBER WITH INTERN	• To work with the intern in formulating the individual training plan.			
	•			
	•			
II. ROLE MODEL FOR THE INTERN	• To explain the purposes and use of the modeling technique to the intern.			
	• To model the teacher's role in the teacher-child relationship.			
	• To model the use of human relations skills.			
	• To clarify and communicate one's personal value system in terms of the skills being modeled.			
	•			
	•			
III. FIELD TRAINER	• To facilitate the integration of academic and field experiences.			
	• To individualize the training in terms of the intern's demonstrated competence, learning style, learning rate, and type of field setting.			
	• To provide a variety of resource materials to meet individual levels of demonstrated competence and communication skills.			
	• To observe and record the intern at work in the classroom and hold feedback conferences to analyze the observation and recordings with the intern.			
	• To make audiotapes/videotapes of the intern and analyze these tapes with the intern in follow-up conferences.			
	• To read, react to, and share feedback of intern's write-ups of field assignments.			

ROLE	RESPONSIBILITIES	VIDEOTAPES #1	#2	#3
III. FIELD TRAINER	• To demonstrate teaching techniques in the intern's classroom and hold follow-up conferences with the intern concerning the teaching demonstration.			
	• To conduct on-site seminars/workshops.			
	• To arrange exchange placements and observations for the intern in other child development centers.			
	• To encourage and facilitate the intern's self-appraisal of demonstrated competence.			
	•			
	•			
IV. EVALUATOR OF THE INTERN'S DEMONSTRATED COMPETENCE	• To provide initial and ongoing appraisal in terms of the CDA competency structure: Functional Areas, Personal Capacities, and Competency Standards.			
	• To provide the intern with objective evidence of demonstrated competence by recording field observations as objectively and accurately as humanly possible.			
	• To design the individualized training plan in terms of demonstrated competence.			
	• To be continually aware of the anxiety-arousing potential of evaluation and the threat involved for oneself and the intern.			
	•			
	•			
V. ACADEMIC INSTRUCTOR	• To relate the academic and field experiences in an in-depth manner.			
	• To understand and communicate academic content related to each Functional and Competency Area.			

ROLE	RESPONSIBILITIES	VIDEOTAPES #1	#2	#3
V. ACADEMIC INSTRUCTOR	• To make available to the intern the competency standards for each Functional Area and explain how these relate to portfolio development.			
	• To coordinate and communicate with the instructor in cases where the field supervisor does not carry that responsibility.			
	•			
	•			
VI. FIELD SUPERVISOR/ INTERN CONFERENCE FACILITATOR	• To plan and carry out effective conferences closely following on-site observations.			
	• To help the intern clarify goals and achievements.			
	• To help the intern diagnose problems and arrive at workable solutions to problems as needed.			
Within this role there are the following related roles:	• To listen and respond with empathy, trust, and concreteness.			
• Feedback Provider	• To learn and practice the skill of giving the intern constructive feedback.			
	• To share the constructive feedback skill with the intern so that the intern can reciprocate with constructive feedback.			
• Interviewer	• To learn and practice the skill of posing questions in a nonthreatening manner.			
	• To practice sincerity of expression.			
• Reactor	• To avoid over-reaction.			
	•			
	•			

ROLE	RESPONSIBILITIES	VIDEOTAPES #1	#2	#3
VII. RECORDKEEPER	• To set up and maintain recordkeeping systems that include the agency, the institution, and the intern.			
	• To provide ongoing documentation of the intern's demonstrated competence.			
	• To provide the intern with copies of applicable records.			
	•			
	•			
ADDITIONAL ROLES	RESPONSIBILITIES			
	•			
	•			
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	•			
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	•			
	•			
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	•			

CDA TRAINING HANDBOOK, SESSION I

ADDITIONAL ROLES AND RESPONSIBILITIES OF THE CDA FIELD SUPERVISOR

ROLE	RESPONSIBILITIES
EARLY CHILDHOOD PROFESSIONAL	• To introduce the intern to the early childhood profession through the literature, organizations, and resources.
	• To function as a professional in establishing and maintaining relationships with the center directors, lead teachers, and other staff at the child development center and institution.
	• To introduce other early childhood/child development professionals to the CDA concept and philosophy.
TRAINING ADVOCATE AND FACILITATOR	• To assist the training institution and agency in understanding and meeting the CDA Training Criteria.
	• To explore all avenues with the institution about tuition, credit, and training in order to greater individualize the training.
	• To help identify financial and training resources.
	• To establish and maintain a communication system within and between the agency and institution(s).
	• To establish a system for the sharing of information.
	• To set up a system for protecting children from duplicative efforts.
COUNSELOR	• To learn and use counseling skills.
	• To help those interns who clearly are negative about working with children move into other more suitable fields.

ROLE	RESPONSIBILITIES
FRIEND	• To allow the intern the freedom to be himself or herself.
	• To identify one's personal philosophy about how adults and children learn and grow, to share that philosophy with the intern, and to occasionally check perceptions with the intern concerning congruity between one's philosophy and one's actions.
LAT ADVISOR (If chosen by the intern)	• To facilitate the intern's progress through final assessment.
	• To clarify and explain the role of the Consortium CAS steps to interns.
	• To document the intern's growth over time.
	• To learn and use the skill of consensus-seeking.
	• To provide emotional support to the intern.

SESSION III:

DIMENSIONS OF SUPERVISED FIELD EXPERIENCES
ROLES AND RESPONSIBILITIES OF THE CDA FIELD SUPERVISOR
--Processing--

PRODUCT		
LEARNINGS	IMPLICATIONS	APPLICATION/ADAPTATION

SESSION IV:

CDA FIELD SUPERVISOR: KNOWLEDGE COMPONENT
SELF-CONCEPT--ITS RELATIONSHIP TO FIELD SUPERVISION

Purposes for Session:

1. To broaden one's perceptual world concerning the application of self-concept theory to CDA Field Supervision.

2. To focus on the many dimensions of the self-concept and analyze these dimensions as they might relate to the roles and responsibilities of the CDA Field Supervisor.

3. To examine one's perceptual world in terms of CDA Field Supervision based on recording the content already present in one's perceived environment, perceived self, and self-concept; adding additional perceptions resulting from participating in workshop activities and noting existing perceptions that were changed and/or strengthened as a result of the workshop experiences.

4. To derive implications for oneself in his/her unique role with regard to CDA Field Supervision and to delineate methods for possible adaptation or application of self-concept theory in one's own CDA role.

Directions for Private Perceptual World Analysis re:
CDA Field Supervision

Enter the following information in the spaces provided on pages 77-80.

1. Perceptions concerning CDA Field Supervision that were already in your perceptual world prior to the workshop.

2. As the workshop proceeds, add new perceptions gained.

3. Place an "x" beside those perceptions that change as the workshop proceeds and note what the changes are.

4. Put a circle around perceptions that are strengthened as a result of participation in the workshop proceedings.

5. Fill in your learnings and implications on the processing sheet, page 82.

6. If you feel like it, share your findings in the Summary Group Processing Session.

FACTORS THAT INFLUENCE SELF DEVELOPMENT

SIX AREA FRAMEWORK*

1. Physical Factors
   - Physical handicaps and limitations
   - Characteristic rate of energy output
   - Rate and pattern of growth
   - Maturity level
   - Health history
   - Current health
   - Health habits
   - Skill in managing the body
   - Appearance and grooming.

2. Affectional (Love) Relationships
   - Relationships with:
     --Mother
     --Father
     --Sibling(s)
     --Other family members
     --Teachers
     --Special friends
     --Caregivers
   - Family constellation
   - Climate of love in the family.

3. Cultural (Socialization) Factors
   - Subcultures:
     --Masculine-feminine
     --Rural-urban-suburban
     --Regional
     --Ethnic
     --Social class
     --Race
   - Geographical mobility
   - Social class mobility
   - Participation in social institutions
   - Values of school and of teacher
   - Values of home.

4. Peer Group Factors
   - Characteristic activities of the peer group(s)
   - Customs and codes of conduct of peer group(s)
   - Roles afforded by peer group activities
   - Adherence to peer group customs and codes
   - Roles played in peer group activities
   - Status in peer group: belonger, leader, clique member, fringer, isolate, rejectee
   - Mobility in peer group.

* Based on the Six Area Framework developed by Dr. Daniel Prescott, founder of the Institute for Child Study, University of Maryland, College Park.

5. Self-Development Factors

A. The Development of Intelligence

- Action relationship to environment
- Imagery relationship to experience
- Skill in symbolizing elements of experience and meaning
- Scope of experiences in life-span

B. Cognitive Processes and Cumulative Experience Meanings

- Remembering experiences
- Observing the characteristics of things, processes, and events
- Finding common elements in experiences
- Discovering causality
- Learning to analyze events
- Discovering that one can influence events
- Learning to define problems in terms of characteristics and knowledge of causality
- Discovering alternative solutions to problems and learning to test them for effectiveness
- Combining elements of experiences in order to create beauty, or stories, or music, or dances
- Purposely combining elements of experience in order to invent needed things, equipment, procedures for accomplishing goals, or new social groupings

C. Self-Organizing Factors and Concept of Self

- Perception of self
- Concept of self
  --Distinctive characteristics
  --Resources and assets
  --Lacks and limitations
  --Background and origin
  --Purposes and goals
  --Interests
  --Values
  --Ethical code
- Attitudes
  --Feelings about self, people, events, institutions, etc.
  --Attitudes of self-esteem or self-reproach
  --Feelings about one's status (present and future).

6. Self-Adjustive Processes
   - Situations and experiences that evoke pleasant or unpleasant emotional behavior
   - The patterning of behavior while experiencing emotion
   - Adjustment mechanisms.

SESSION IV:

CDA FIELD SUPERVISOR: KNOWLEDGE COMPONENT
SELF-CONCEPT--ITS RELATIONSHIP TO FIELD SUPERVISION

PROCESSING

PRODUCT		
LEARNINGS	IMPLICATIONS	APPLICATION/ADAPTATION

SESSION V:

THE CDA FIELD SUPERVISOR AS FIELD TRAINER
--Skill Component--
--Collecting Observation Data--

Purposes for Session:

- To enhance understanding of the skills required of the field trainer in conducting field observations, generally, and for the ongoing appraisal, specifically, by focusing on ongoing appraisal procedures for the collection of field observation data in one Functional Area.

- To practice the skills of objectivity, completeness, directness, and specificity in data collection while viewing a videotape of a CDA intern in the classroom.

- To practice using recordkeeping forms in the collection of data.

Directions:

1. In this session you will be practicing field observation skills using the videotape of Mrs. S from the DIMENSIONS OF SUPERVISED FIELD EXPERIENCES session. Since you already have some perceptions about the videotape, take a few minutes to jot those down on your Private Perceptual World forms. (At the conclusion of the next session you will have the opportunity to do a perception check to see if any changes occurred.)

2. As you watch the videotape you will focus on demonstration of competence in the Functional Area, GROUP MANAGEMENT. Review the Group Management competency standard and indicator list (page 37) prior to beginning.

3. Using the skills for the collection of field observation data (page 17) record your observations on the Field Observation forms (pages 18 and 19).

OBSERVATION AND RECORDING SKILLS

1. Objectivity

To record objectively is to avoid making judgments or generalizations. Objective recording is noninterpretative. "The children were much too noisy while they were putting up the blocks," is making a judgment about the level of sound. In contract, "The children putting up the blocks laughed and called out across the room to those who were setting the table for snack-time" is describing exactly what happened. These are facts which can be discussed later on with the intern and appraised in relation to the fight which later broke out at snack-time. With this type of objective evidence, a decision is possible regarding competence in the Functional Area, Group Management.

2. Specificity

Specificity requires that the specific details of the situation be included. Providing specific details as to number of children and/or number of adults involved in an activity, how many times the intern spoke to a particular child, etc. gives the intern something definitive to work with. Recording specific details also has the potential for facilitating decision-making concerning competence demonstration. The specific activity or behavior that has been recorded may be representative of the type of criterion activity or behavior included under an indicator for a Functional Area.

3. Directness

The skill of directness requires that recording includes a person's direct quotations: Mrs. S said, "You just wanted me to come over and remind vou, I know." This skill is a difficult one to master but, like "specific details" it is something concrete for the intern to work with, and helps the Field Supervisor and intern make a judgment about competence in a given Functional Area by focusing on one or more indicators in that area.

4. Completeness

Completeness in recording means describing incidents from beginning to end. A complete recording would describe the setting, state who was involved, what action occurred, what the reaction was, and how the incident ended.

5. Inclusion of Mood Clues

When mood clues are included in recording, the Field Supervisor and intern are helped to make inferences about the emotional significance of a situation. Mood clues are tones of voice, facial expressions, body posture, and hand gestures. Mood clues offer important indicators for appraising an intern's competence in the Personal Capacities as well as in the Functional Areas.

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Field Observation

Competency/Functional Area or Personal Capacities being observed: _____

Observations	Indicators	Cross References	Indicators
		I 1 2 3	
		II 4 5 6 7	
		III 8 9	
		IV 10 11	
		V 12	
		VI 13	
		PC B/B_1 B/B_2	
		I 1 2 3	
		II 4 5 6 7	
		III 8 9	
		IV 10 11	
		V 12	
		VI 13	
		PC B/B_1 B/B_2	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural$_1$
Bilingual/Bicultural$_2$

HSST-CDA
university research corporation

Field Observation

Competency/Functional Area or Personal Capacities being observed: _____

Observations	Indicators	Cross References	Indicators
		I 1 2 3	
		II 4 5 6 7	
		III 8 9	
		IV 10 11	
		V 12	
		VI 13	
		PC B/B_1 B/B_2	
		I 1 2 3	
		II 4 5 6 7	
		III 8 9	
		IV 10 11	
		V 12	
		VI 13	
		PC B/B_1 B/B_2	

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Personal Capacities
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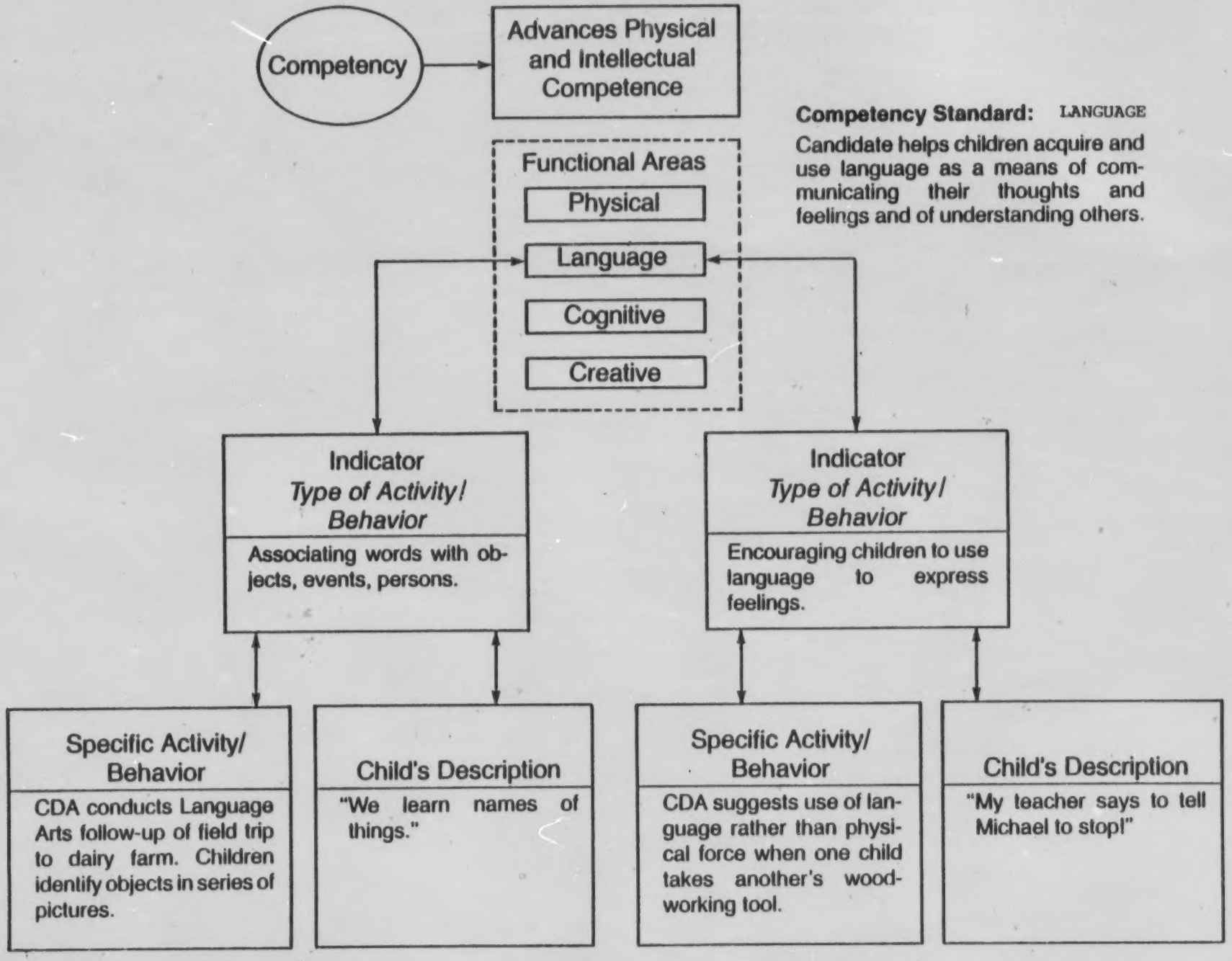
Competency Area Delineations


Competency
Advances Physical and Intellectual Competence
Competency Standard: LANGUAGE
Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.
Functional Areas
Physical
Language
Cognitive
Creative
Indicator
Type of Activity/ Behavior
Associating words with objects, events, persons.
Indicator
Type of Activity/ Behavior
Encouraging children to use language to express feelings.
Specific Activity/ Behavior
CDA conducts Language Arts follow-up of field trip to dairy farm. Children identify objects in series of pictures.
Child's Description
"We learn names of things."
Specific Activity/ Behavior
CDA suggests use of language rather than physical force when one child takes another's woodworking tool.
Child's Description
"My teacher says to tell Michael to stop!"

STEPS FOR COMPLETING THE ONGOING APPRAISAL FIELD OBSERVATION

1. Schedule in advance with the intern for enough time to complete the field observation in one visit:

   --A three-hour time block* for recording the performance of the intern working with children in the classroom

   --A 30-minute period immediately following the observation for polishing recordings

   --A one-hour follow-up conference with the intern.

2. Prior to the visit go over the competency standard for the Functional Area being recorded, and the list of indicators agreed upon with the intern (and/or program).

3. Either you or your intern should alert other staff members of your visit and explain the purpose of your observation and the procedures you will use for collecting the data--how you will move about the classroom, etc.

4. When you see a teaching episode developing that is applicable to the Functional Area you are focusing on, begin to jot down some direct quotes, mood clues, etc. When the episode comes to a logical ending, begin writing immediately. You will miss the very next thing that happens, but that is why you are in the classroom for three hours. Something will be missed, but the chances are very good that that particular pattern of behavior will recur.

5. While recording use the skills of objectivity, completeness, etc. for collection of data, page 17.

6. At the conclusion of your observation go back over your recordings for polishing.

* Recommended for final appraisal of one Functional Area.

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

	Observations	Indicators	Cross References	Indicators
1.	Prior to children's arrival, Mrs. S and the field supervisor at the water table discussing the color of the water. Two assistants are preparing the food. Mrs. S. walks up to them and asks, "Are you setting up for the second group," and also if they need something to cover the food. She then discusses what is being served (celery, peanut butter, oranges) and offers to help put the peanut butter in a cup. She says to the assistant who is quartering the oranges, "That should be enough, I think, Diane, for the second group. We have one little boy that might eat four or five pieces." The other assistant responds, "I think Jenny could eat a half dozen." Mrs. S. chuckles and says,		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	
	"That's true."		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	

I
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11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
2. The school bus has arrived. Mrs. S. walking toward the bus is saying, "Good morning. How are you, Sylvia? Hi, Crystal (taps her shoulder), Keith, (pats his arm) good morning. Gabriel." An assistant is also greeting the children at the door. Mrs. S. bends forward into the schoolbus door asking, "Do you need some help, Mary Ellen? It's cold out." She helps Mary Ellen, patting her shoulders after she pulls her coat on. Mary Ellen goes in and Mrs. S. walks back hand-in-hand with Kevin. In the room she pats Kevin on the head and says, "Kevin, would you hang up your coat, please?" She then walks to the name chart where children are placing their names on arrival.		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B_1 B/B_2	
		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B_1 B/B_2	

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V
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VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural$_1$
Bilingual/Bicultural$_2$

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

	Observations	Indicators	Cross References	Indicators
3.	Mrs. S. walks to the snack table hand-in-hand with Kevin and Heath. Several children and an assistant are already seated. Looking around the table, Mrs. S. looks for seats for children just coming to the table. The children are interacting with each other and Mrs. S. asks, "Gabriel, would you like some oranges?" She asks him to pass them. Then she encourages another child to pass the oranges. As the oranges are being passed, Mrs. S. asks, "Would you like another one, Heath. There's lots more."		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B$_1$ B/B$_2$	
4.	After the snack Mrs. S. asks, "As soon as we're finished, what do we do?" A child responds, "Clean up" and Mrs. S. repeats, "Clean up. Does everybody clean up after himself? Then where do we go, can you remember?" One child replies, "Brushin' your teeth," and Mrs. S. repeats it and says, That's right!" She stands up saying, "Barbara's (assistant) at the table for brushing teeth this morning."		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B$_1$ B/B$_2$	

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Personal Capacities
Bilingual/Bicultural$_1$
Bilingual/Bicultural$_2$

SESSION VI:

THE CDA FIELD SUPERVISOR AS TRAINING TEAM MEMBER
--Skill Component--

Part One: Analyzing Observation Data

Purposes for Session VI, Part One:

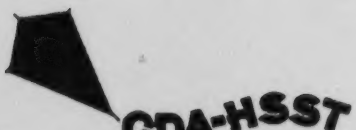
- To analyze observation data by developing indicators for each observation and reaching consensus with one's team member as to indicator choice.
- To learn the skill of cross-referencing observation data into other Functional Areas.
- To develop indicators for cross-referenced areas and to reach consensus with one's team member as to choice.
- To become self-aware concerning the data collection and analysis processes.

Directions:

1. Using the Group Management Indicator List, page 37, and any additions you desire, develop indicators for each observation, reaching consensus with your team member.
2. Cross-reference material into other Functional Areas (or Personal Capacities and Bilingual/Bicultural Training Competencies), circling the appropriate number (or symbol) in the Cross-References column.
3. Using the Sample Indicator List (on the following pages) and any additions you desire, develop indicators for each cross-reference, reaching consensus with your team member.
4. Fill in personal perceptions for the data collection and analysis task on your Private Perceptual World forms, pages 77-80.

SAMPLE INDICATORS
FOR
CHILD DEVELOPMENT ASSOCIATE TRAINING

The indicators found in this document have been assembled for training purposes only. They should not be regarded as an "official" Administration for Children, Youth, and Families or Child Development Associate Consortium list. Each program should develop its own indicators which are consistent with the overall CDA competency standards, yet unique to program philosophy, community, and/or regional needs.



COMPETENCY AREA I: ESTABLISHES AND MAINTAINS A SAFE AND HEALTHY LEARNING ENVIRONMENT

SAFE

Competency Standard and Functional Area Definition:

Candidate provides a safe environment by taking necessary measures to reduce and prevent accidents.

Sample Indicators:

1. Encourages activities consistent with safety practices.
2. Focuses on physical environment to insure the safety of children.
3. Encourages child behavior and children's activities which are consistent with common safety practices.
4. Stops and/or redirects unsafe behavior or activities of children.
5. Keeps exits uncluttered and clearly marked.
6. Sees that equipment is well placed and consistent with use.
7. Prevents hazardous conditions or dangerous situations.
8. Stores dangerous or poisonous materials properly.
9. Keeps equipment in a non-hazardous condition.
10. Keeps play area free from hazardous debris.
11. Handles crisis effectively.
12. Establishes safety rules that are understood and practiced by children and adults.
13. Has available a plan for emergency exit from the building; children and adults are familiar with this plan.

COMPETENCY AREA I: ESTABLISHES AND MAINTAINS A SAFE AND HEALTHY LEARNING ENVIRONMENT

HEALTHY

Competency Standard and Functional Area Definition:

Candidate provides an environment which is free of factors which may contribute to or cause illness.

Sample Indicators:

1. Provides experiences which help children develop good health and nutrition practices.
2. Recognizes unusual emotional or physical behavior or symptoms of children.
3. Uses child health information to plan for an individual child.
4. Makes adequate (supervised) provision for children who become ill.
5. Within constraints of the facilities, provides adequate climatic conditions in the classroom.
6. Provides for safe and adequate storage and disposal of food used in the classroom.
7. Provides clean serving and eating areas for children.
8. Has adequate first aid materials available.
9. Has tissues and soap available.
10. Schedules outdoor play regularly.
11. Plans nutritious snacks and meals for children where appropriate.
12. Establishes rules that promote good health practices.

COMPETENCY AREA I: ESTABLISHES AND MAINTAINS A SAFE AND HEALTHY LEARNING ENVIRONMENT

LEARNING ENVIRONMENT

Competency Standard and Functional Area Definition:

Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level and learning styles of the children.

Sample Indicators:

1. Uses materials, equipment, and space in such a way as to enable adequate adult supervision and assistance.

2. Uses materials, equipment, and space which consider the child's total development (mental, physical, emotional, social).

3. Incorporates into the environment materials and/or equipment which are native to the cultural groups and regions being served.

4. Arranges and maintains an environment which:
   - is aesthetically appealing
   - is orderly, but not sterile
   - makes good use of the space available
   - considers the specific needs of children, their interests and capabilities.

5. Arranges an environment which children use productively.

6. Uses locations other than the classroom in an organized and appropriate way.

7. Utilizes environment in new and stimulating ways.

COMPETENCY AREA II: ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

PHYSICAL

Competency Standard and Functional Area Definition:

Candidate provides a variety of appropriate equipment, activities, and opportunities to promote the physical development of the children.

Sample Indicators:

1. Assesses the physical development of children:
   - fine motor
   - large motor
   - body awareness
   - sensory perception.
2. Utilizes materials, equipment, and activities to meet the children's developmental levels.
3. Makes necessary adaptations in program to meet the needs of handicapped children.
4. Provides activities and equipment which encourage children to explore and to experiment with body movement.
5. Relates physical development of child to self-concept and social development.
6. Schedules a balance of indoor and outdoor physical activities.
7. Conducts the daily flow of activities in relation to the physical needs of children.
8. Provides activities which integrate physical and intellectual development of children.
9. Recognizes and provides for the young child's basic impulse to explore the physical environment, and master the problems that require skillful body coordination.
10. Provides activities, equipment, materials, and opportunities to foster both fine and large motor development.
11. Provides activities, equipment, materials, and opportunities for the development of body awareness and sensory perception.
12. Provides activities, equipment, materials, and opportunities to foster eye-hand coordination.

COMPETENCY AREA II: ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

COGNITIVE

Competency Standard and Functional Area Definition:

Candidate provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level and learning style of the children.

Sample Indicators:

1. Provides opportunities and encouragement throughout the program for children to acquire information about their world (concept formation).
2. Provides materials and activities which require children to think and to solve problems (classifying, seriating, comparing, and contrasting).
3. Interacts with children in ways which allow and encourage them to think and to solve problems.
4. Stimulates expanded thinking and problem-solving by providing appropriate feedback to children.
5. Provides materials and activities which encourage children to explore and experiment with new ideas (math, science, social studies).
6. Provides materials, activities, and teacher-child interaction which stimulate focused behavior (initiating, attending, carrying-through, etc.).
7. Assesses the cognitive development of individual children.
8. Adapts equipment, materials, and activities to meet cognitive developmental levels.
9. Uses materials and activities which enable individual children to experience success (activities which are neither too difficult nor too easy).
10. Helps children develop concepts related to space, time, numbers, shapes, etc.
11. Provides challenging experiences which stimulate curiosity and motivate children to learn.
12. Uses questioning skills which promote thinking and problem solving.

COMPETENCY AREA II: ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

LANGUAGE

Competency Standard and Functional Area Definition:

Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.

Sample Indicators:

1. Assesses the language developmental level of individual children.
2. Adapts materials and activities to meet individual developmental levels.
3. Uses materials, activities, and time in ways which stimulate children to communicate with each other, and with adults.
4. Interacts with children in ways which allow and encourage them to use language as a means of communicating.
5. Provides opportunities and encouragement throughout the program for children to acquire and enlarge their vocabulary.
6. Encourages children to use language to express feelings and ideas.
7. Provides a good language model by speaking clearly and distinctly on a level which children understand and respect.
8. Uses children's literature appropriately to develop language.
9. Provides for language development needs of bilingual children.
10. Provides an atmosphere and activities which encourage children to develop listening skills.
11. Works toward gradual recognition by the children of the symbols for designating words.
12. Helps children associate words with objects, events, and persons.
13. Uses questioning skills to foster language development.

COMPETENCY AREA II: ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

CREATIVE

Competency Standard and Functional Area Definition:

Candidate provides a variety of experiences and media that stimulates children to explore and express their creative abilities.

Sample Indicators:

1. Uses equipment, materials, and activities throughout the program which stimulate curiosity, exploration, experimentation, and expression of ideas.
2. Establishes an environment which allows and encourages children to explore, to experiment, and to express their own ideas.
3. Encourages children to explore alternative approaches or responses.
4. Encourages children to express new or different ideas.
5. Accepts a child's ideas and responses.
6. Encourages children to evaluate their ideas or responses and to express their feelings about them.
7. Accepts a child's creative expression without placing a value judgment on it.
8. Accepts a child's feelings about his/her creative expression.
9. Plans activities which encourage participation in music, art, movement, and creative dramatics.
10. Responds to children's creative expressions with descriptive recognition rather than evaluative praise.
11. Respects children's questions and their capacity to be puzzled.
12. Fosters imagination by providing rich sensory experiences with real objects and events.
13. Provides sufficient time for the "taking in" process.
14. Provides time, space, materials, and guidance for helping children to clarify concepts and feelings through dramatic play.

COMPETENCY AREA III: BUILDS POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

SELF-CONCEPT

Competency Standard and Functional Area Definition:

Candidate helps child to know, accept, and appreciate himself/herself as an individual.

Sample Indicators:

1. Provides equipment, materials, and activities which accept and build upon the differences of individual children.

2. Relates to children in ways which indicate that they are known and appreciated (using child's name, noticing child's clothing, listening to child's story, etc.).

3. Provides individual children with direct positive (but honest) feedback about their performance, their ideas, etc.

4. Includes a child's home/language/culture functionally in activities of the center.

5. Establishes and maintains limits for child behavior which are reasonable, fair, and reflect a positive tone.

6. Establishes and maintains a feeling tone which is likely to be positive and comfortable to children (relaxed, sincere, secure, natural, interested, etc.).

7. Listens to children and observes non-verbal communication.

8. Understands the relationship between the way she/he handles children and the child's self-concept.

9. Helps children develop a sense of identity:
   - physically
   - socially
   - emotionally
   - intellectually
   - personally.

COMPETENCY AREA III: BUILDS POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

INDIVIDUAL STRENGTH

Competency Standard and Functional Area Definition:

Candidate helps each child develop a sense of independence and acquire the ability to express, understand, and control feelings relative to his/her cultural/ethnic group.

Sample Indicators:

1. Provides opportunities for children to make decisions and to direct their own activities.
2. Encourages children in developing self-help skills.
3. Interacts with children in ways which show respect and trust (keeping promises, expressing honest feelings, etc.).
4. Provides a balance of success experiences and challenging experiences.
5. Helps children find acceptable ways of identifying, expressing, and controlling feelings.
6. Involves children on a one-to-one basis and then encourages continuing independent activity.
7. Provides opportunities for child to assume responsibility both within the group and for him/herself.
8. Motivates children to function to their maximum potential.
9. Adjusts the teacher/child relationship to individual developmental levels and needs:
   - differences in children's style and pace of learning
   - differences in social/emotional life space.
10. Assesses the special needs of individual children and refers to specialists when necessary.
11. Recognizes and deals positively with the behaviors of children which reflect conflicts around trust, possession, separation, rivalry, etc.
12. Provides opportunity for individual child to be successful within the group.

COMPETENCY AREA IV: PROMOTES POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP

SOCIAL

Competency Standard and Functional Area Definition:

Candidate helps the children to learn to get along with others and encourages feelings of mutual respect among the children in the group.

Sample Indicators:

1. Relates to children as individual persons who have feelings and thoughts.
2. Provides experiences which are consistent with the children's social development.
3. Provides an environment in which children are given opportunities to work cooperatively as well as independently.
4. Encourages children to recognize, accept, and respect the feelings and rights of others/providing assistance as needed and as requested.
5. Provides materials and activities which recognize and build upon cultural variation in the children's family and community.
6. Provides an environment in which individual children are encouraged to compete with themselves.
7. Encourages children to express their feelings and to defend their rights, providing assistance as needed and/or as requested.
8. Encourages the development of social skills: sharing, mutual respect, etc.
9. Provides an appropriate model for children in the development of their socialization skills.
10. Assists individual children to enter group activities.

COMPETENCY AREA IV: PROMOTES POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP

GROUP MANAGEMENT

Competency Standard and Functional Area Definition:

Candidate provides the group with a positive routine and with simple rules that are understood and accepted by children and adults.

Sample Indicators:

1. Establishes and maintains a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults.
2. Shares management responsibilities with other adults in a cooperative and mutually respectful way.
3. Uses space, equipment and materials (large group, small group, free time, outside) during activities to promote positive group functioning.
4. Schedules activities in ways which consider children's needs.
5. Helps children make smooth transitions between activities.
6. Anticipates potential problem areas and takes action necessary to avoid the problem.
7. Works with the children to resolve a problem situation.
8. Manages (large group, small group, free time, outside activities) by direct involvement with the chidren.
9. Shifts plans in accordance with group functioning.
10. Respects and plans for individual needs and developmental levels within the total group activity.
11. Effectively manages physical movement of children from one place to another.
12. Uses (verbal, nonverbal) communication to promote positive functioning of individuals and the group.

COMPETENCY AREA V: BRINGS ABOUT OPTIMAL COORDINATION OF HOME AND CENTER CHILD REARING PRACTICES AND EXPECTATIONS

HOME/CENTER

Competency Standard and Functional Area Definition:

Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

Sample Indicators:

1. Establishes relationships with parents that facilitate the free flow of information about their children's lives both inside and outside the center.
2. Maintains confidentiality in dealing with information about a child or her/his family.
3. Arranges convenient time and facilities for meeting regularly with parents (individually and in groups).
4. Communicates clearly and regularly to parents about the progress of their children and about the program of the center.
5. Incorporates the ideas, attitudes, and reactions from parents regarding the program of the center.
6. Incorporates things which are familiar to the culture and the home into the program.
7. Encourages parent participation in the classroom and provides guidance for parents' successful experience.
8. Provides continuity for children between home and center.
9. Communicates and interacts with parents toward the goal of understanding and considering the priorities of their values for their children.

COMPETENCY AREA VI: CARRIES OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO THE CHILDREN'S PROGRAMS

STAFF

Competency Standard and Functional Area Definition:

Candidate works cooperatively with other staff members where the center's plans, activities, policies, and rules are concerned.

Sample Indicators:

1. Cooperates and shares responsibilities with other staff members in planning and implementing the program.
2. Plans activities with other adults who are working with the same group of children.
3. Assumes and follows through on assigned responsibilities.
4. Assumes initiative for making appropriate decisions and for taking actions necessary for operating the center.
5. Shares ideas and keeps other staff members informed about plans, policies, and activities affecting the center.
6. Maintains adequate records and reports regarding children and the administration of the program.
7. Attends workshops, seminars, and conferences when possible.
8. Utilizes available community resources in implementing the program.

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PERSONAL CAPACITIES

In addition to setting forth the knowledge and skills embodied in the CDA Competencies, the Administration for Children, Youth, and Families has identified the following Personal Capacities as essential to the CDA's ability to demonstrate these competencies:

1. Is sensitive to children's feelings and the qualities of young children.

2. Listens to children to understand what they mean.

3. Uses nonverbal forms of communication and adapts adult verbal language and style to maximize communication with children.

4. Protects orderliness without sacrificing childish spontaneity and exuberance.

5. Is perceptive of individuality and the positive use of individual differences within the group of children.

6. Exercises control without being threatening.

7. Is emotionally responsive, taking pleasure in children's successes, and supporting them when they experience troubles and failures.

8. Brings humor and imaginativeness into the group situation.

9. Is committed to maximizing the child's and his/her family's strengths and potentials.

BILINGUAL/BILCUTURAL CDA TRAINING COMPETENCIES

Additional CDA training competencies for persons working with bilingual/ bicultural Spanish-speaking children are as follows:

1. Comprehends and communicates with children and adults in both Spanish and English.

2. Supports the child's ethnic identify and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

	Observations	Indicators	Cross References	Indicators
1.	Prior to children's arrival, Mrs. S. and the field supervisor at the water table discussing the color of the water. Two assistants are preparing the food. Mrs. S. walks up to them and asks, "Are you setting up for the second group," and also if they need something to cover the food. She then discusses what is being served (celery, peanut butter, oranges) and offers to help put the peanut butter in a cup. She says to the assistant who is quartering the oranges, "That should be enough, I think, Diane, for the second group. We have one little boy that might eat four or five pieces." The other assistant responds, "I think Jenny could eat a half dozen." Mrs. S.	• Shares management responsibilities with other adults in a cooperative and mutually respectful way. • Respects and plans for individual needs and developmental levels within the total group activity. • Schedules activities in ways which consider children's needs.	I 1 (2) 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI (13) PC B/B₁ B/B₂	2 - Provides safe and adequate storage of food used in the classroom. 2 - Plans nutritious snacks and meals for children where appropriate. 13- Cooperates with other staff members in planning and implementing the program. 13- Plans activities with other adults who are working with the same group of children. 13- Assumes initiative for making appropriate decisions and for taking actions necessary for operating the center.
	chuckles and says, "That's true."		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

	Observations	Indicators	Cross References	Indicators
3.	Mrs. S. walks to the snack table hand-in-hand with Kevin and Heath. Several children and an assistant are already seated. Looking around the table, Mrs. S. looks for seats for children just coming to the table. The children are interacting with each other and Mrs. S. asks, "Gabriel, would you like some oranges?" She asks him to pass them. Then she encourages another child to pass the oranges. As the oranges are being passed, Mrs. S. asks, "Would you like another one, Heath. There's lots more."	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Manages the small group by using verbal and nonverbal communication to promote positive functioning of individuals and the group. • Uses space, equipment, and materials during large group activities to promote positive group functioning.	I 1 2 3 II 4 5 6 7 III 8 (9) IV (10) 11 V 12 VI 13 PC B/B1 B/B2	9 - Encourages children in developing self-help skills. 9 - Provides opportunities for child to assume responsibility both within the group and for him/herself. 10- Provides an environment in which children are given opportunities to work cooperatively as well as independently . 10- Helps in the development of social skills: sharing, etc.
4.	After the snack Mrs. S. asks, "As soon as we're finished, what do we do?" A child responds, "Clean up" and Mrs. S. repeats, "Clean up. Does everybody clean up after himself? Then where do we go, can you remember?" One child replies, "Brushin' your teeth," and Mrs. S. repeats it and says, "That's right!" She stands up saying, "Barbara's (assistant) at the table for brushing teeth this morning."	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults.	I 1 (2) 3 II 4 5 6 7 III (8) (9) IV 10 11 V 12 VI 13 PC B/B1 B/B2	2 - Establishes rules that promote good health practices. 8 - Provides individual children with direct positive feedback about their performance. 9 - Encourages children in developing self-help skills. 9 - Provides opportunities for child to assume responsibility both within the group and for him/herself.

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural1
Bilingual/Bicultural2

Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
2. The school bus has arrived. Mrs. S walking toward the bus is saying, "Good morning. How are you, Sylvia? Hi, Crystal (taps her shoulder), Keith, (pats his arm) good morning. Gabriel." An assistant is also greeting the children at the door. Mrs. S. bends forward into the schoolbus door asking, "Do you need some help, Mary Ellen? It's cold out." She helps Mary Ellen, patting her shoulders after she pulls her coat on. Mary Ellen goes in and Mrs. S. walks back hand-in-hand with Kevin. In the room she pats Kevin on the head and says, "Kevin, would you hang up your coat, please?" She then walks to the name chart where children are placing their names on arrival.	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Helps children make smooth transitions between activities. • Uses nonverbal communication to promote positive functioning of individuals and the group.	I 1 2 3 II 4 5 6 7 III (8) (9) IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	8 - Relates to children in ways which indicate that they are known and appreciated (using child's name, noticing child's clothing, listening to child's story, etc.). 8 - Establishes and maintains a feeling tone which is likely to be positive and comfortable to children (relaxed, sincere, secure, natural, interested, etc.). 9 - Encourages children in developing self-help skills.
		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

SESSION V:
THE CDA FIELD SUPERVISOR AS FIELD TRAINER
--Skill Component--

SESSION VI:
THE CDA FIELD SUPERVISOR AS TRAINING TEAM MEMBER
--Skill Component--
--Collecting Observation Data--
Part One: Analyzing Observation Data
PROCESSING

PRODUCT		
LEARNINGS	IMPLICATIONS	APPLICATION/ADAPTATION

SESSION VI:

THE CDA FIELD SUPERVISOR AS TRAINING TEAM MEMBER
--Skill Component--

Part Two: Developing the Individualized Training Plan

Purposes for Session VI, Part Two:

- To learn to work with the intern in developing the individualized training plan.
- To use consensus-seeking in reaching decisions concerning demonstrated competence in one Functional Area.
- To practice using number, variety, and negative/positive value of indicators as criteria for making judgments concerning demonstrated competence in one Functional Area.
- To learn to apply a variety of criteria in determining training needs and priorities for development of the individualized training plan such as:

  --Cross-referencing information
  --Pairing of Functional Areas
  --Recurring patterns of intern's behavior
  --Intern choice
  --Judgment about intern's motivation based on Maslow's hierarchy
  --Intern's background of experience as an adult learner
  --Intern's self-concept
  --Intern's anxiety level
  -- Resources available
  --CDA Criteria.
- To determine whether data collection/analysis altered your initial perceptions.

Directions:

The videotape of Mrs. S will be played through in its entirety. You and your partner will role play the ongoing appraisal conference using the observation data as recorded and analyzed by URC staff members. The goal is to develop the individualized training plan by working with the intern, using consensus-seeking, and by applying the criteria as stated under Purposes, above.

1. Prior to re-viewing the videotape you and your partner decide who will take the part of Mrs. S and who will be the Field Supervisor. When the videotape is playing put yourself into the role you will be taking in the conference. (Be aware of how you are feeling about what is happening on the videotape.)

2. When the videotape is finished jot down a few notes about your immediate judgments (for your own information).

3. Study the analyzed observation data, then begin the role playing.

4. Use the Ongoing Appraisal Worksheet as a tool for making decisions about demonstrated competence.

5. Fill out the following forms, if you wish, in coming to terms with and filling out the Individualized Training Plan:

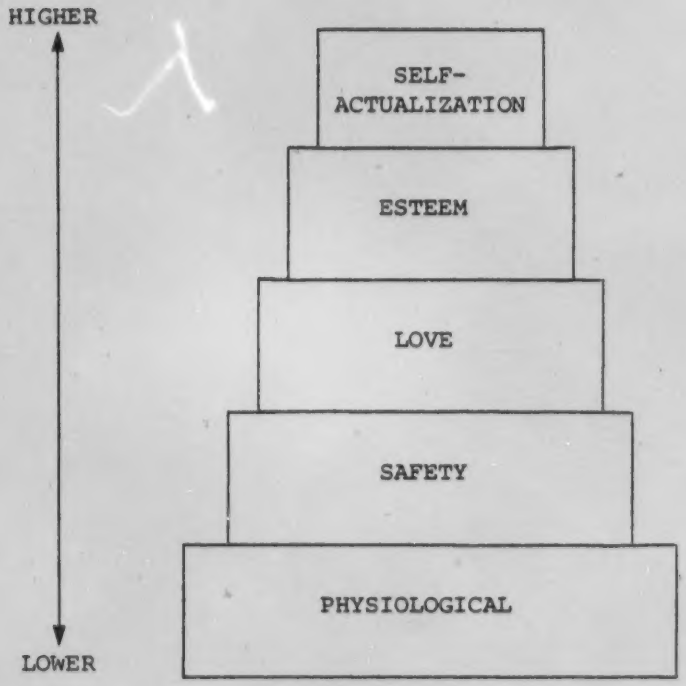
   --Training Needs, Self-Appraisal, Form 2
   --Resource Chart, Form 3
   --Portfolio Checksheet, Form 5.

7. Participate in analysis and discussion of the role-played, videotaped conference.

8. Enter new perceptions and/or changed perceptions on your Private Perceptual World forms.

9. Process Session.

MASLOW'S HIERARCHY OF HUMAN NEEDS



Becoming fully oneself--developing one's unique capabilities and capacities

Esteeming self and gaining esteem from others

Feeling loved and accepted by others; a sense of belonging

Receiving protection from physical or psychological threat

Having food, water, shelter, and other survival needs met.

ADULT PHASES OF GROWTH AND DEVELOPMENTAL TASKS FOR EACH PHASE*

Early Adulthood:

Selecting a mate
Getting started in an occupation
Starting a family
Rearing children
Managing a home
Finding a congenial social group
Taking civic responsibility.

Middle Age:

Relating to one's spouse as a person
Achieving social and civic responsibility
Establishing and maintaining an ecomonic standard of living
Assisting teenage children to become happy and responsible adults
Getting to the top of the vocational ladder
Adjusting to aging parents
Developing adult leisure-time activities.

Later Maturity:

Adjusting to decreasing physical strength and health
Adjusting to retirement and reduced income
Adjusting to death of a spouse
Establishing satisfactory physical living arrangements.

* Developmental tasks as delineated and researched by Robert Havighurst, University of Chicago. The tasks are related to the 10 social roles of adulthood: worker, mate, parent, homemaker, son or daughter, citizen, friend, organization member, religious affiliate, and user of leisure time.

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
5. Mrs. S. walks toward Kevin who has left the table and says, "Kevin, I'm afraid you forgot something. What did you forget?" She is stooping to his level and Kevin, his hand on Mrs. S.'s shoulder says, "I didn't brush my teeth yet." She continues asking, "But what did you forget there (pointing to the table) and Kevin repeats, "I didn't brushin' my teeth yet." Mrs. S. agrees but asks twice more, "Did you forget to clean up?" Kevin says, "No," each time. In a soft voice Mrs. S. says, "You just wanted me to come over and remind you, I know." They both return to the table. Mrs. S. turns her attention to Heath. Kevin throws his trash in the wastebasket. (After Mrs. S.	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Shares management responsibilities with other adults in a cooperative and mutually respectful way. • Works with the children to resolve a problem situation. • Uses verbal and nonverbal communication to promote positive functioning of individuals and the group.	I 1 2 3 II 4 5 6 7 III (8) (9) IV 10 11 V 12 VI 13 (PC) B/B₁ B/B₂	8 - Provides individual children with direct positive (but honest) feedback about their performance, their ideas, etc. 8 - Establishes and maintains a feeling tone which is likely to be positive and comfortable to children (relaxed, sincere, secure, natural, interested, etc.). 9 - Encourages children in developing self-help skills. 9 - Involves children on a one-to-one basis and then encourages continuing independent activity. 9 - Adjusts the teacher/child relationship to individual developmental levels and needs: differences in social/emotional life space.
finished helping the other children to clean up, she returned to Kevin, bent down and said, "Kevin, you know what Linda just told me? I wasn't watching you and I didn't see. She said you cleaned off the table, threw your things away and came over to the special table." Kevin nodded his head up and down and looked at Linda. Mrs. S. asked if he was looking at Linda and said, "Linda your friend, OK," and Kevin smiled.)		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	PC- Sensitivity to children's feelings and the qualities of young children. PC- Being emotionally responsive, taking pleasure in children's successes, and being supportive when they experience troubles and failures.

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
6. Mrs. S. is helping the other children to clean up; she stoops down to Heath and says, "That went on the floor, Heath. I think you ought to throw that one away and get another. Might have gotten dirty falling on the floor. Want to throw it away?" Heath saying, "No," started to eat the orange. With her arm around Heath, Mrs. S. says, "and here's another one right here." Mrs. S. continues, "Maybe if you took your napkin and wipe it off--you cleaned it off anyway. Did you scrape it all off? Are you going to clean up when you finish?" She suggests that he and Mary Ellen use plates to clean up their large stacks of orange peels.	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Respects and plans for individual needs and developmental levels within the total group activity.	I 1 (2) 3 II 4 5 6 7 III (8) (9) IV 10 11 V 12 VI 13 (PC) B/B₁ B/B₂	2 - Did not provide experience which helps children develop good health and nutrition practices. 8 - Establishes and maintains a feeling tone which is likely to be positive and comfortable to children (relaxed, sincere, secure, natural, interested, etc.). 9 - Encourages children in developing self-help skills. PC- Use of nonverbal forms of communication and adaptation of adult verbal language and style to maximize communication with children. PC- Protecting orderliness without sacrificing childish spontaneity and exuberance.
		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
7. Free Play Time. Mrs. S. walks to a table which has two bags of playdough on it, sits down, and calls Gabriel saying, "Mrs. S. has some new playdough this morning. Would you like to sit here and use the playdough? Yeah, we have two different colors. You can take your pick from either bag." Gabriel takes some dough and starts to pat it as Mrs. S. is doing. The dough is white with some coloring in it which isn't worked through. Mrs. S. pats and squeezes her dough and asks Gabriel what he sees happening. He says, "It's turning green." Kevin comes to the table and reaches for Mrs. S.'s dough. She says, "Oh, no. This is Mrs. S.'s. You'll have to look in the	• Manages small group by direct involvement with the children. • Uses space, equipment, and materials during free time and small group activities to promote positive group functioning. • Uses verbal and nonverbal communication to promote positive functioning of individuals and the group.	I 1 2 3 II (4) (5) (6) 7 III 8 (9) IV (10) 11 V 12 VI 13 PC B/B$_1$ B/B$_2$	4 - Provides activities, equipment, materials, and opportunities to foster fine motor development. 5 - Provides opportunities and encouragement throughout the program for children to acquire information about their world (concept formation.) 5 - Interacts with children in ways which allow and encourage them to think and to solve problems. 5 - Provides materials and activities, and teacher-child interaction which stimulate focused behavior (initiating, attending, carrying-through, etc.). 6 - Interacts with children in ways which allow and encourage them to use
bag and find your own. There are two bags." Kevin takes some dough. Two other chidren, one at a time come to the table and Mrs. S. tells each one to, "Put your hand in the bag. There are two different kinds." The children are working with the dough and from time to time Mrs. S. asks what is happening to the color. Once she says, "The more I squeeze the more it turns blue." Each child continues working busily with the dough, making comments about the color or what they are making. In response to Mrs. S. asking one child "Is that an alligator," he said, "No, he's a giraffe." This led to a discussion of the differences between a giraffe and people in which Mrs. S. encourages the children by inserting questions		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B$_1$ B/B$_2$	language as a means of communicating. 6 - Encourages children to use language to express feelings and ideas. 9 - Encourages children in developing self-help skills. 10- Helps in the development of social skills: sharing, etc.

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural$_1$
Bilingual/Bicultural$_2$

Observations	Indicators	Cross References	Indicators
from time to time. She brings the children's attention back to the playdough by asking, "Is everybody squeezin' and squeezin'.... She continued to work with the dough which has now turned to blue. "If you roll it and pat it and squeeze it, yours might turn to a brighter color." Mrs. S. put her dough in the center of the table for, "anyone to share." She then asked Gabriel if he would share a piece of his dough (which had not changed color) and proceeded to work it asking, "...If I roll it and squeeze it and pat it, what's going to happen?" A child responded, "It's gonna turn another color." (Camera left scene.)		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B$_1$ B/B$_2$	
		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B$_1$ B/B$_2$	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural$_1$
Bilingual/Bicultural$_2$

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

	Observations	Indicators	Cross References	Indicators
8.	Free Play Time. Mrs. S. walked to the water table where four children were playing and sat down asking, "Hi, what's happening?" To the response, "Nothing," Mrs. S. repeated, "Nothing, oh nothing happening? I see so much going on but no one's doing a thing. Is that true? A child answered, "Well, we're all doing something, but not the same thing." The children each talked about what he or she was doing. One child said, "I'm not doing anything." Picking up an apron and handing it to him, Mrs. S. said, "There's one more apron, four aprons, four children. Is that how it works?" The child put on the apron and joined the others in play.	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Manages small group by direct involvement with the individual children.	I 1 (2) (3) II 4 (5) (6) 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B1 B/B2	2 - Establishes rules that promote good health practices. 3 - Uses materials, equipment, and space in such a way as to enable adequate adult supervision and assistance. 5 - Provides opportunities and encouragement throughout the program for children to acquire information about their world (concept formation.) 5 - Helps children develop concepts related to space, time, numbers, shapes, etc. 6 - Interacts with children in ways which allow and encourage them to use language as a means of communicating.
9.	As the children played, Mrs. S. asked one about the number of cups it took to fill her bottle. "Can you find out and tell me?" The child said, "No." Then squeezing a bottle of water so it squirted upwards she said, "Look what I'm going to do right now." Mrs. S. said to her, "Do you remember the day we made the whale?" Another child talked about the squirting water and Mrs. S. said, "Well, Alicia knows that she's not able to point that at the children. It has to be pointed up or down, (pointing up and down as she says it) but not pointed at any of the children." (Camera left scene.)	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults.	I 1 (2) 3 II 4 (5) (6) 7 III 8 9 IV 10 11 V 12 VI 13 (PC) B/B1 B/B2	1 - Establishes safety rules. 2 - Establishes rules that promote good health practices. 5 - Provides opportunities and encouragement throughout the program for children to acquire information about their world (concept formation). 5 - Helps children develop concepts related to space, time, numbers, shapes, etc. 5 - Did not use questioning skills which promote thinking and problem solving. 6 - Helps children associate words with objects, events, and persons. PC- Exercises control without being threatening.

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural1
Bilingual/Bicultural2

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
10. Mrs. S. walks over to the rug where some children and an assistant are already seated in a circle and sitting down, she says, "How do we know when it's time to clean up?" The children chorus, "The lights go off," and Mrs. S. repeats, "The lights go off...and where do we come?" To the childrens', "On the rug!" Mrs. S. repeats, "On the rug," and continues, "to talk about different things." Kevin and Michael walk up to the circle and stand. Mrs. S. says, "Kevin and Michael, join us please...you can sit over there." To the children, "We can't get in," she says, "I think there's a way right here for you to walk through." The children sit down and Mrs. S., speaking	• Establishes a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Uses verbal and nonverbal communication to promote positive functioning of individuals and the group. • Helps children make smooth transitions between activities. • Manages large group by direct involvement with the children.	I 1 2 3 II 4 (5) 6 7 III (8) 9 IV (10) 11 V 12 VI 13 (PC) B/B₁ B/B₂	5 - Helps children develop concepts related to space, time, numbers, shapes, etc. 8 - Provides individual children with direct positive (but honest) feedback about their performance, their ideas, etc. 10- Assists individual children to enter group activities. PC- Use of nonverbal forms of communication and adaptation of adult verbal language and style to maximize communication with children.
slowly and holding her hand up to count, talks about what is going to happen next. "First," she says, "is singing our song, second we're going to talk about going out...and then what do we do? The third thing." Gabriel says, "Clean up." Mrs. S. says, "Good thinking, Gabriel...Let's clean up and then sit at the table, so that we can go out. If you like that idea, clap!" The children clap their hands a number of times.		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
11. The children are cleaning up. Some are helping an assistant at the arts table. Others are walking around. Mrs. S., looking around asks Brian to help her with the playdough. She asks for the bag and says, "Here's another bag for anyone that needs it." Then she says, "Where is Kevin? Could you find Kevin for me, please?" Then, walking and holding Kevin's hand she says, "Kevin, you're such a good wiper-upper. Could you help me wipe up this mess?" He answers, "Yeah," and she says enthusiastically, "I knew you could. I knew it." Mrs. S. then continues to walk around the room, calling children's names and asking each if they would like to help with a specific clean-up task. Brian appears holding a	• Establishes and maintaines a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults. • Does not maintain established rules. • Uses nonverbal communication to promote positive functioning of individuals and the group.	I 1 2 3 II 4 5 6 7 III (8) (9) IV (10) 11 V 12 VI 13 (PC) B/B₁ B/B₂	8 - Provides children with direct positive feedback about their performance. 9 - Adjusts the teacher/child relationship to individual developmental levels and needs: differences in social/emotional life space. 10- Relates to children as individual persons who have feelings and thoughts. 10- Assists individual children to enter group activities. 10- Helps in the development of social skills: sharing group tasks. PC- Protects orderliness without sacrificing childish spontaneity and exuberance.
large card with some children's names on it. Mrs. S. thanks him and tells him he can put it on the table. She then calls several children by name suggesting that as soon as they are finished, they find their seats with their group. The children finish their tasks and take their places at the table.		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	PC-Exercises control without being threatening.

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

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Field Observation

Competency/Functional Area or Personal Capacities being observed: IV/GROUP MANAGEMENT

Observations	Indicators	Cross References	Indicators
12. Seated at a table with a group of children, Mrs. S. asks, "O.K., should we start at the beginning?" Pointing to the colors which are on the large card on the table on which the children's names appear, she leans forward and sings the names of the colors. The children are smiling, one has a puppet on his hand, and they join in the song. "I can sing a rainbow."	• Manages small group by direct involvement with the children. • Uses verbal and nonverbal communication to promote positive functioning of individuals and the group.	I 1 2 3 II 4 (5) (6) (7) III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	5 - Helps children develop concepts related to space, time, numbers, shapes, etc. 6 - Helps children associate words with objects, events, and persons. 6 - Uses questioning skills to foster language development. 7 - Plans activities which encourage participation in music.
		I 1 2 3 II 4 5 6 7 III 8 9 IV 10 11 V 12 VI 13 PC B/B₁ B/B₂	

I
1. Safe
2. Healthy
3. Environment

II
4. Physical
5. Cognitive
6. Language
7. Creative

III
8. Self Concept
9. Individual Strength

IV
10. Social
11. Group Management

V
12. Home/Center

VI
13. Staff

PC
Personal Capacities
Bilingual/Bicultural₁
Bilingual/Bicultural₂

ONGOING APPRAISAL WORKSHEET

FUNCTIONAL AREA: GROUP MANAGEMENT

COMPETENCY STANDARD (DEFINITION): Candidate provides the group with a positive routine and with simple rules that are understood and accepted by children and adults.

INDICATORS	NUMBER	VAR.	NEG.	POS.	CROSS-REFERENCES	
1. Establishes and maintains a reasonable system of limits, rules, and regulations which are understood, honored, and respected by children and adults.					I 1. Safe	
					2. Healthy	
2. Shares management responsibilities with other adults in a cooperative and mutually respectful way.					3. Environment	
					II 4. Physical	
3. Uses space, equipment, and materials (large group, small group, free time, outside) during activities to promote positive group functioning.					5. Cognitive	
					6. Language	
4. Schedules activities in ways which consider children's needs.					7. Creative	
					III 8. Self-Concept	
5. Helps children make smooth transitions between activities.					9. Individual Strength	
6. Anticipates potential problem areas and takes action necessary to avoid the problem.					IV 10. Social	
7. Works with the children to resolve a problem situation.					11. Group Management	
8. Manages (large group, small group, free time, outside activities) by direct involvement with the children.					V 12. Home/Center	
9. Shifts plans in accordance with group functioning.					VI 13. Staff	
10. Respects and plans for individual needs and developmental levels within the total group activity.					PC	
11. Effectively manages physical movement of children from one place to another.					B/Bi 1	
12. Uses (verbal, nonverbal) communication to promote positive functioning of individuals and the group.					B/Bi 2	

RECURRING PATTERNS:

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FORM 1
OBSERVATION AND CONFERENCE SUMMARY

Intern _____ Location _____

Field Supervisor _____ Date of observation _____

Time observation started _____ Time observation ended _____

Competency/Functional Area or Personal Capacities observed:

_____

_____

Scheduled Activities _____
(Snack time, free play, etc.

Cross-Reference (circle) 1 2 3 4 5 6 7 8 9 10 11 12 13 P.C.

Any unusual conditions _____
(Weather, visitors, fire drill, etc.)

Field Supervisor's comments in terms of strengths, progress, and suggestions for development:

_____

_____

_____

_____

_____

_____

_____
Field Supervisor's Signature

Intern's comments: _____

_____

_____

_____

_____

_____

_____
Intern's Signature

FORM 2

TRAINING NEEDS SELF-APPRAISAL

In the first column, please rate your competence in the Functional Areas from 1 to 5, with 1 indicating strengths and 5 indicating needs. After you have completed the entire column, indicate in the second column in numerical order the area(s) of priority for training with 1 being the first priority. Please note that there is room to individualize Personal Capacities and their training priorities.

COMPETENCY	FUNCTIONAL AREA	COMPETENCE	TRAINING PRIORITY
I Establishes and maintains a safe and healthy learning environment.	1. Safe		
	2. Healthy		
	3. Environment		
II Advances physical and intellectual competence.	4. Physical		
	5. Cognitive		
	6. Language		
	7. Creative		
III Builds positive self-concept and individual strength.	8. Self-Concept		
	9. Individual Strength		
IV Positive functioning of children and adults in a group environment.	10. Social		
	11. Group Management		
V Coordination of home and center child-rearing practices and expectations	12. Home/Center		
VI Supplementary responsibilities related to children's programs	13. Staff		

PERSONAL CAPACITIES	TRAINING PRIORITY

Functional Areas from Toward an Assessment System, Efforts to January, 1975. Child Development Associate Consortium, Washington, D.C., Experimental Edition, 1975.

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FORM 3
Resource Chart

Date _____

Mark with a single check (✓) what is available, and a double check (✓✓) what is available for which the institution(s) will give credit.

Competency/Functional Area*	Course	Module	Workshop	Independent Study	Inservice Training
I. Establishes and Maintains a Safe and Healthy Learning Environment					
1. Safe					
2. Healthy					
3. Environment					
II. Advances Physical and Intellectual Competence					
4. Physical					
5. Cognitive					
6. Language					
7. Creative					
III. Builds Positive Self-Concept and Individual Strength					
8. Self-Concept					
9. Individual Strength					
IV. Positive Functioning of Children and Adults in a Group Environment					
10. Social					
11. Group Management					
V. Coordination of Home and Center Child-Rearing Practices and Expectations					
12. Home/Center					
VI. Supplementary Responsibilities Related to Children's Programs					
13. Staff					
Personal Capacities					
Bilingual/Bicultural Training Competencies					

**Functional Areas from* Toward an Assessment System, Efforts to January, 1975. *Child Development Associate Consortium, Washington, D.C., Experimental Edition, 1975.*

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FORM 4
TRAINING PLAN

This form is to be prepared jointly by intern and field supervisor after initial and/or ongoing self- and advisor appraisals.

Intern_____ Date_____

Field Supervisor _____

Focus of Training:

Competency/Functional Area(s) or Personal Capacities:

_____

_____

Indicators:_____

Prior work in this Competency/Functional Area(s) or Personal Capacities:

_____

_____

Indicators:_____

TRAINING PLAN SPECIFICS	ESTIMATED COMPLETION DATES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FIELD SUPERVISOR COMMITMENTS	DATES
_____	_____
_____	_____
_____	_____

Training Plan Review Date:_____

_____ _____
Intern's Signature Field Supervisor's Signature

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FORM 5

PORTFOLIO CHECKSHEET

COMPETENCY	FUNCTIONAL AREA	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9
Establishes and maintains a safe and healthy learning environment	1. Safe									
	2. Healthy									
	3. Environment									
	4. Physical									
Advances physical and intellectual competence	5. Cognitive									
	6. Language									
	7. Creative									
Builds positive self-concept and individual strength	8. Self-Concept									
	9. Individual Strength									
Positive functioning of children and adults in a group environment	10. Social									
	11. Group Management									
Coordination of home and center child-rearing practices and expectations	12. Home/Center									
Supplementary responsibilities related to children's programs	13. Staff									

OTHER MATERIAL ADDED TO PORTFOLIO → ✓ ← OBSERVATION MATERIAL

Functional Areas from Toward an Assessment System, Efforts to January, 1975. Child Development Associate Consortium, Washington, D.C., Experimental Edition, 1975.

SESSION VI:

THE CDA FIELD SUPERVISOR AS TRAINING TEAM MEMBER
--Skill Component--

Part Two: Developing the Individualized Training Plan
PROCESSING

PRODUCT		
LEARNINGS	IMPLICATIONS	APPLICATION/ADAPTATION

SESSION VII:

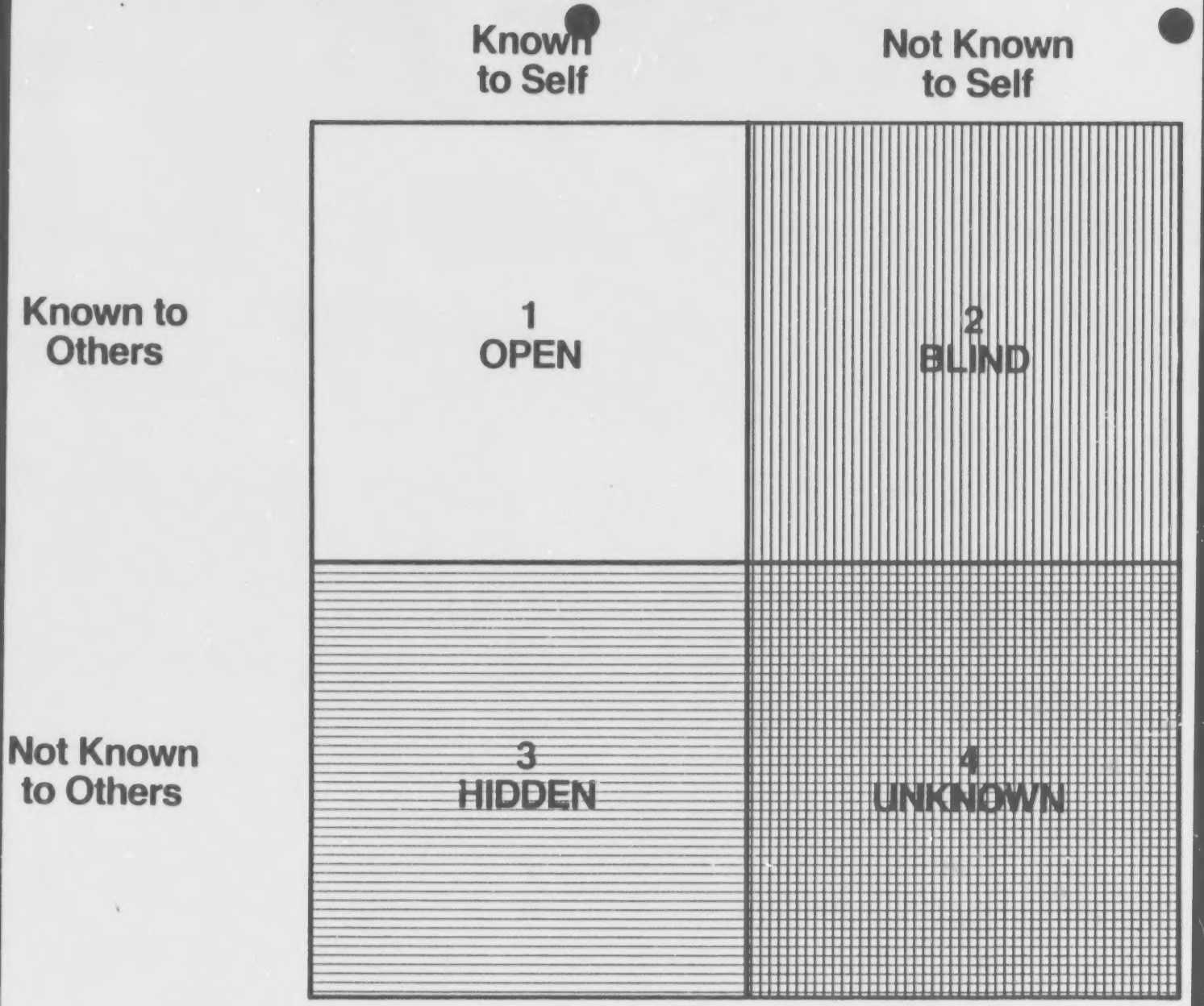
THE CDA FIELD SUPERVISOR AS CONFERENCE FACILITATOR
--Attitudinal Component--

Purposes for Session:

- To increase awareness of the potential impact of the CDA Field Supervisor's attitudes on the functioning of the Field Supervisor-Intern Team Relationship, and on building positive self-concepts by applying the JOHARI Awareness Model.
- To introduce four major Field Supervisor attitudinal areas and basic skills related to each area:

FIELD SUPERVISOR: ATTITUDINAL AREAS	BASIC SKILLS
Knowing and Trusting	Providing feedback
Understanding	Communicating ideas accurately and unambiguously
Influencing and Helping	Communicating acceptance and support
	Modeling interpersonal skills
Constructively Resolving Problems and Conflicts	Handling interpersonal confrontations

MAJOR ATTITUDINAL AREAS AND BASIC SKILLS



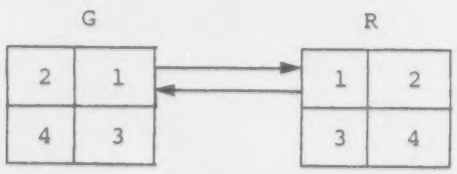
THE JOHARI WINDOW

FIVE VARIETIES OF FEEDBACK*
--Examples Using The JOHARI WINDOW--

(G) Represents the Person Giving Feedback
(R) Represnets the Person Receiving Feedback

1. INFORMATION
2. PERSONAL REACTION
3. JUDGMENTAL REACTION
4. FORCED FEEDBACK
5. INTERPRETATION

1. INFORMATION



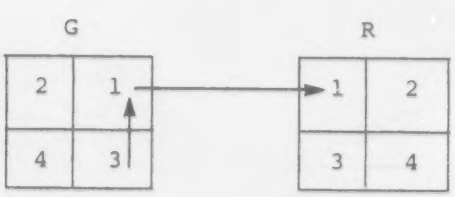
G Repeats To R What The Latter Has Said Or Done.

In giving this type of feedback the skill of perception-checking is most helpful. When G prefaces the feedback with:

If I heard you right...
Am I correct in saying that...
I thought I saw you...

it helps R know that the content of what she/he has said (or her/his behavior) is being checked. R can then either modify or confirm it.

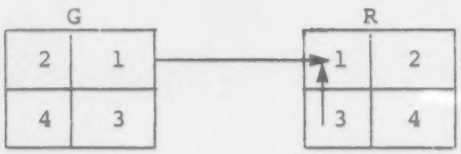
2. PERSONAL REACTION



G informs R of the effect he/she is having on G. That is, G shares with R how G feels, thinks, or reacts to something R has done or said, and gives any information about the past that is relevant to understanding how G is reacting to the present. This information is usually disclosed from G's HIDDEN AREA, i.e., G states, "When you said that I felt uncomfortable." This type of feedback is one of the most significant learning events in interpersonal interaction, since the individual is informed of a specific impact on another person.

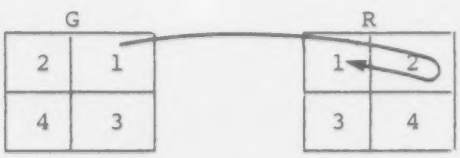
*The return to you of behavior you have generated.

3. JUDGMENTAL REACTION



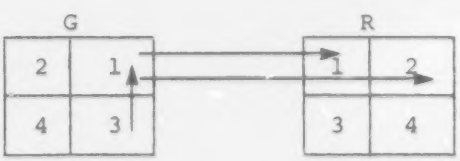
G makes a judgment about the behavior of R and also gives an opinion or advice. A judgmental reaction is considered to be the least desirable type of feedback in terms of influencing awareness and change. Judgmental reactions are usually given "for the other person's own good." They tend to be resisted, tend to fix the position of the receiver even more fully, or start a counter opinion and a pro and con argument. In cases where judgment is solicited the individual is usually seeking a particular opinion. When there is a high level of trust in the relationship, reception to the judgmental reaction differs. Opinions may still be resisted, but they carry more weight.

4. FORCED FEEDBACK



G calls attention to behavior in R's blind area, assuming that R is not aware of his/her feelings: "Can't you see you are deliberately avoiding dicussion of the final assessment process?" G may even provide R with mood clues and other behavioral evidence; however, the feedback may be undesirable since it is unsolicited. The ultimate effect will depend on the level of trust in the relationship.

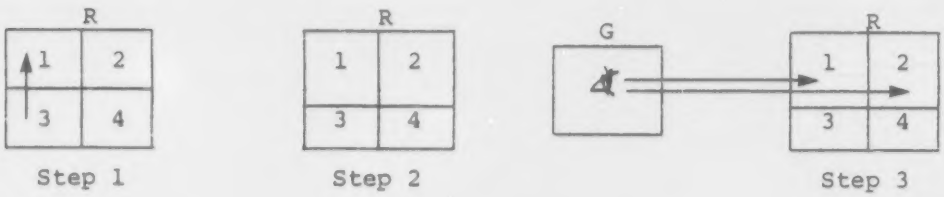
5. INTERPRETATION



G explains the conduct of R by relating R's behavior to a reason or motive: "Maybe you feel angry because Billy didn't take your suggestion." This interpretative feedback is a variant of forced feedback. Reference is made to material that may be in the other's BLIND area. Interpretation is a subtle type of feedback that is difficult and complex. The impact depends on R's readiness to understand his/her own motive, and whether there are related problems, as well as the timing and the phrasing of the feedback.

FEEDBACK IN THE FORM OF PERSONAL REACTION, OR SELF-DISCLOSURE

--Relationship Between OPEN, HIDDEN, and BLIND Areas--



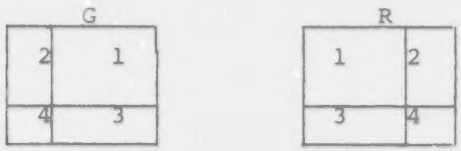
1. R dicloses behavior or feelings hidden from G.

2. R's OPEN area is enlarged.

3. G sees more of R in the OPEN and also sees more of R's BLIND area. R comes through less distorted.

4. G, in turn, can react more specifically and appropriately to R and becomes more open toward R.

5. Both G and R now share greater OPEN areas. There is more basis for trust and less defensiveness.



Step 5

Building a relationship involves working to enlarge the OPEN area while decreasing the BLIND and HIDDEN areas. As G gives feedback in the form of personal reaction, or self-disclosure, it reduces G's HIDDEN area. As G also encourages R to give feedback in the form of personal reaction, or self-disclosure, to G, G's BLIND area is reduced. Through reducing R's HIDDEN area, he/she gives G information to react to, which enables G to help R reduce his/her BLIND area. Through reducing one another's BLIND areas, self-awareness is increased. Increased self-awareness helps one to be even more self-disclosing with others.

SESSION VIII:

THE CDA FIELD SUPERVISOR AS ROLE MODEL
--Attitudinal Component--

Purposes for Session:

- To practice modeling basic interpersonal skills delineated in Session VII:

  --providing feedback
  --communicating ideas accurately and unambiguously
  --communicating acceptance and support

  while being videotaped.

- To experience receiving constructive feedback from other participants based on the videotaped modeling.

Directions:

1. Each dyad will have the option of being videotaped after each skill is introduced. If the decision is to be videotaped, the dyad will then have the option of sharing it with other participants. (Videotapes are for the training purposes only, and will be erased at the close of the workshop.)

2. Use the Basic Skills Observation Sheet to record feedback for dyads.

3. Process the experience.

4. Enter new perceptions on your Private Perceptual World forms.

CHARACTERISTICS OF CONSTRUCTIVE, NONTHREATENING FEEDBACK

1. Focus feedback on behavior rather than the person.

2. Focus feedback on observations rather than inferences.

3. Focus feedback on description rather than judgment.

4. Focus feedback on descriptions of behavior which are in terms of "more or less" rather than in terms of "either-or." When you use "more-less" terminology it implies that the behavior falls along a continuum. This means you are stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental.

5. Focus feedback on behavior related to a specific situation, preferably to the "here and now," rather than on bheavior in the abstract, placing it in the "there and then."

6. Focus feedback on the sharing of ideas and information rather than on giving advice.

7. Focus feedback on the sharing of alternatives rather than answers of solutions.

8. Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.

9. Focus feedback on the value it may have to the receiver, not on the value of "release" that it provides the person giving the feedback.

10. Focus feedback on time and place so that personal data can be shared at appropriate times.

11. Focus feedback on what is said rather than why it is said.

ATTITUDINAL AREAS
BASIC SKILLS
--Observation Sheet--

TYPE OF FEEDBACK: _____

SKILLS	OBSERVATIONS
Personal Statements	
Relationship Statements	
Behavior-Description Statements	
Description-Of-Own Feelings Statements	
Perception-Check-Of-Other's-Feelings Statements	
Understanding Responses (Paraphrases)	
Expression Of Warmth and Acceptance	
Negotiating For Meaning Responses	
Reciprocal Self Disclosure	

ATTITUDINAL AREAS
BASIC SKILLS
--Observation Sheet--

TYPE OF FEEDBACK: _____

SKILLS	OBSERVATIONS
Personal Statements	
Relationship Statements	
Behavior-Description Statements	
Description-Of-Own Feelings Statements	
Perception-Check-Of-Other's-Feelings Statements	
Understanding Responses (Paraphrases)	
Expression Of Warmth and Acceptance	
Negotiating For Meaning Responses	
Reciprocal Self Disclosure	

ATTITUDINAL AREAS

BASIC SKILLS

Personal Statements - Messages referring to one's self, about what one is feeling, doing, thinking, and how one perceives him/herself. They are one of the primary ways a sender can ensure clear communication. Personal statements are marked by the pronouns, "I", "me" and "my", in contrast to general words such as "everyone" and "some people". When general words are used to refer to personal feelings and ideas, they confuse the receiver(s) of communication and result in poor understanding. Using general words to communicate one's own ideas and feelings is also a symptom of "mistrust." When a person is mistrustful or defensive, he/she is usually afraid to "own" his/her own feelings and ideas.

Relationship Statements - Messages expressing what one thinks or feels about another person. Relationship statements consider where the relationship is and what needs to happen for it to develop. They facilitate the expression of feelings and perceptions that can lead to a deeper, more satisfying relationship.

Behavior-Description Statements - Statements describing the visible behavior of the other person. They let others know what behavior one is responding to by describing it clearly and specifically enough that they know what one saw: "Ruth, I hadn't finished my statement when you interrupted me." (Not, "Ruth, you deliberately didn't let me finish.")

Description-of-Own-Feelings Statement - Personal statements that specify some kind of feeling by name, action urge, simile or other figure of speech.

Identify or name it: "I feel angry." "I feel warm towards you."
Similes: "I feel stepped on, squelched."
Action Urge: "I feel like hugging you." "I'd like to slap your face."
Figure of Speech: "I feel like rain continually falls on me."

One should attempt to describe one's feelings about another persons' actions so that these feelings are seen as temporary and capable of change, rather than as permanent; i.e., "At this point, I'm really annoyed with you."

Perception-Check-of-Other's-Feelings Statements - Statements that describe, in a tentative fashion, what one perceives to be the feeling of the other person in order to verify that one's perception is correct. It is similar to paraphrasing, but it involves interpreting feelings, rather than the words and overt behavior: "Am I right that you feel disappointed?" "I get the impression that you are annoyed with me..."

Understanding Responses (Paraphrases) - Responses that paraphrase the other person's expressed feelings and ideas in your own words without any indication of approval or disapproval. Understanding responses communicate a desire to understand, and under most conditions, are perceived as a sign of caring. The other person becomes less defensive in reciprocal communication and more willing to take risks in personal-reaction feedback, which builds mutual trust. When understanding responses are skillfully done, the receiver is able to achieve the sender's frame of reference in regard to the message (empathetic understanding).

Expression of Warmth and Acceptance - Two Types: Antecedent/Consequent

1. Antecedent - Statements of encouragement for the other person to take risks in giving personal-reaction feedback.
2. Consequent - Statements expressing acceptance following the other person's risk-taking in giving personal-reaction feedback.

Communication of feelings congruently -- verbal, nonverbal and behavioral messages which all communicate warmth: words, facial expressions, tone of voice, posture, etc.

Negotiating for Meaning Responses - Statements that attempt to get at the exact meaning of the sender. The receiver tells the sender what she/he thinks was meant. The sender then responds. They negotiate back and forth until they are in complete agreement about what the sender really meant, "Yes, that is exactly what I meant."

Reciprocal Self-Disclosure - Feedback in the form of personal reaction given after a person has received same.

SESSION VII AND VIII:

THE CDA FIELD SUPERVISOR AS CONFERENCE FACILITATOR AND ROLE MODEL
--Processing--

PRODUCT		
LEARNINGS	IMPLICATIONS	APPLICATION/ADAPTATION

PRIVATE PERCEPTUAL WORLD
CDA FIELD SUPERVISION
--Perceptions Prior To Workshop--

PERCEIVED ENVIRONMENT	PERCEIVED SELF	SELF-CONCEPT

PRIVATE PERCEPTUAL WORLD
CDA FIELD SUPERVISION
--Perceptions Prior To Workshop--

PERCEIVED ENVIRONMENT	PERCEIVED SELF	SELF-CONCEPT

PRIVATE PERCEPTUAL WORLD
CDA FIELD SUPERVISION
--New Perceptions--

PERCEIVED ENVIRONMENT	PERCEIVED SELF	SELF-CONCEPT

PRIVATE PERCEPTUAL WORLD
CDA FIELD SUPERVISION
--New Perceptions--

PERCEIVED ENVIRONMENT	PERCEIVED SELF	SELF-CONCEPT

SESSION IX:
SUMMARY

ACHIEVING CONGRUENCE BETWEEN
KNOWLEDGE, SKILLS, AND ATTITUDES

--Private Perceptual World Analysis--
PROCESSING

PRODUCT		
LEARNINGS	IMPLICATIONS	APPLICATION/ADAPTATION

APPENDIX A

GLOSSARY OF CDA TERMS AND PROCEDURES

APPRAISAL, INITIAL APPRAISAL, ONGOING APPRAISAL--The processes in which training programs and interns make judgments about the intern's demonstrated competence during the CDA training program. Comparable terms are assessment, initial assessment, and ongoing assessment.

ASSESSMENT, FINAL ASSESSMENT--The process in which the CDA Consortium, through its Credential Award System, makes judgments regarding the competence demonstrated by a CDA candidate for the purpose of awarding the CDA Credential. A person "in process of assessment" is one who has been officially registered by the CDA Consortium as a candidate for the CDA credential. That is, the Consortium's eligibility requirements have been met and the person's application has been accepted.

CANDIDATE--The person whose application has been accepted by the CDA Consortium and who has been officially registered as a candidate for the CDA Credential.

CDA TRAINING CRITERIA--Guidelines for implementing CDA training:

1. Training Based on the CDA Competencies--Each component of the training program must relate to specific CDA competencies. The entire training program should ultimately lead to the attainment of all of the CDA competencies.

2. Valid Credit--HSST grantees, if they are colleges or universities, must offer valid credit for CDA training. Grantees that are not colleges or universities should work with nearby colleges and universities to obtain credit for interns.

3. Supervised Field Work--Approximately 50 percent or more of the intern's total training time must be spent in supervised field work.

4. Integration of Academic and Field Experiences--Training must be organized so that academic and field work are integrated.

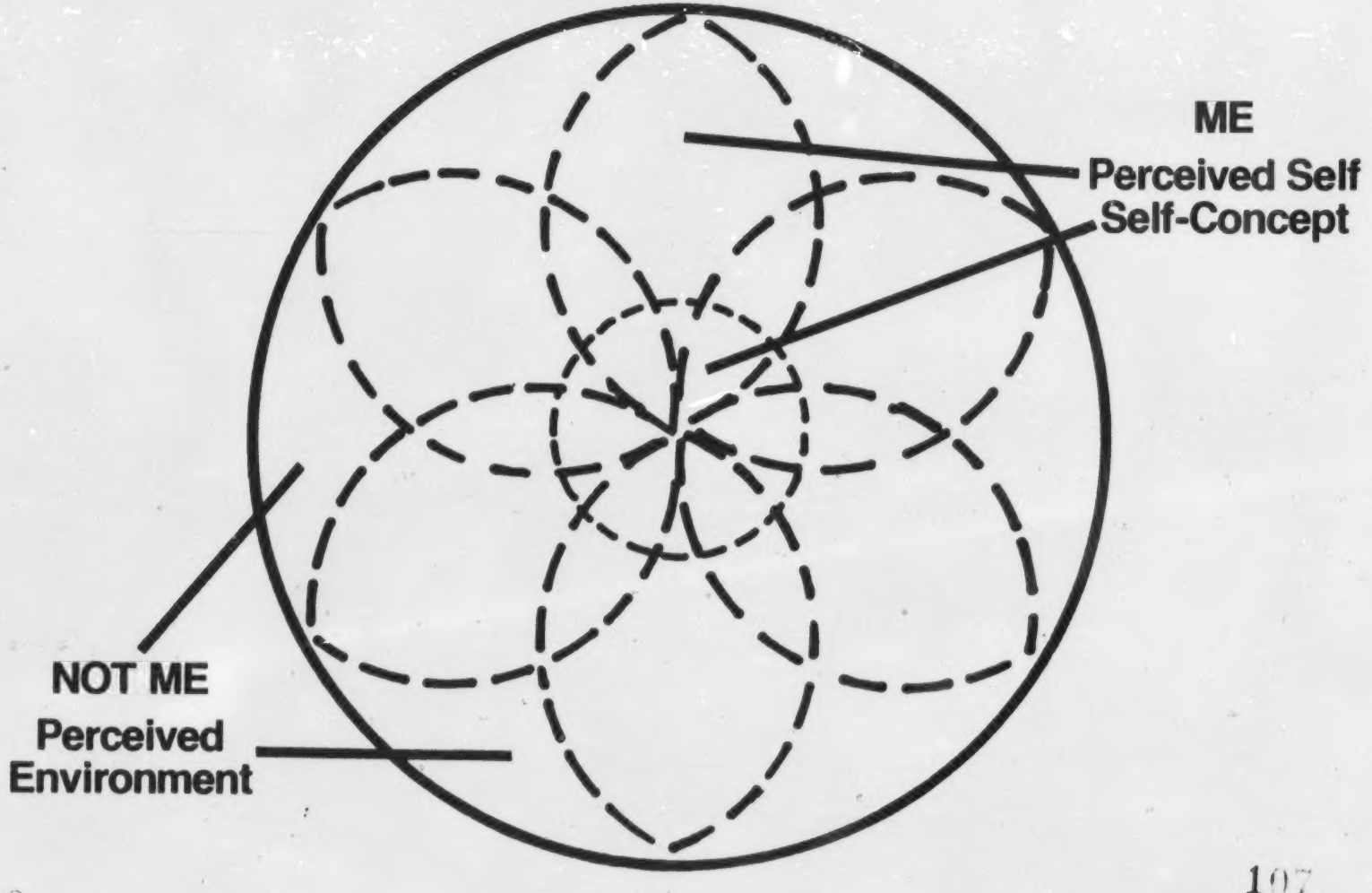
5. Individualization with Respect to Competencies--Training must be individualized according to each intern's strengths and areas for improvement with respect to the CDA competencies.

6. Flexible Scheduling--Training must be flexibly scheduled so that length of training time can vary and so that exit from the training program depends on each intern's acquisition of the CDA competencies.

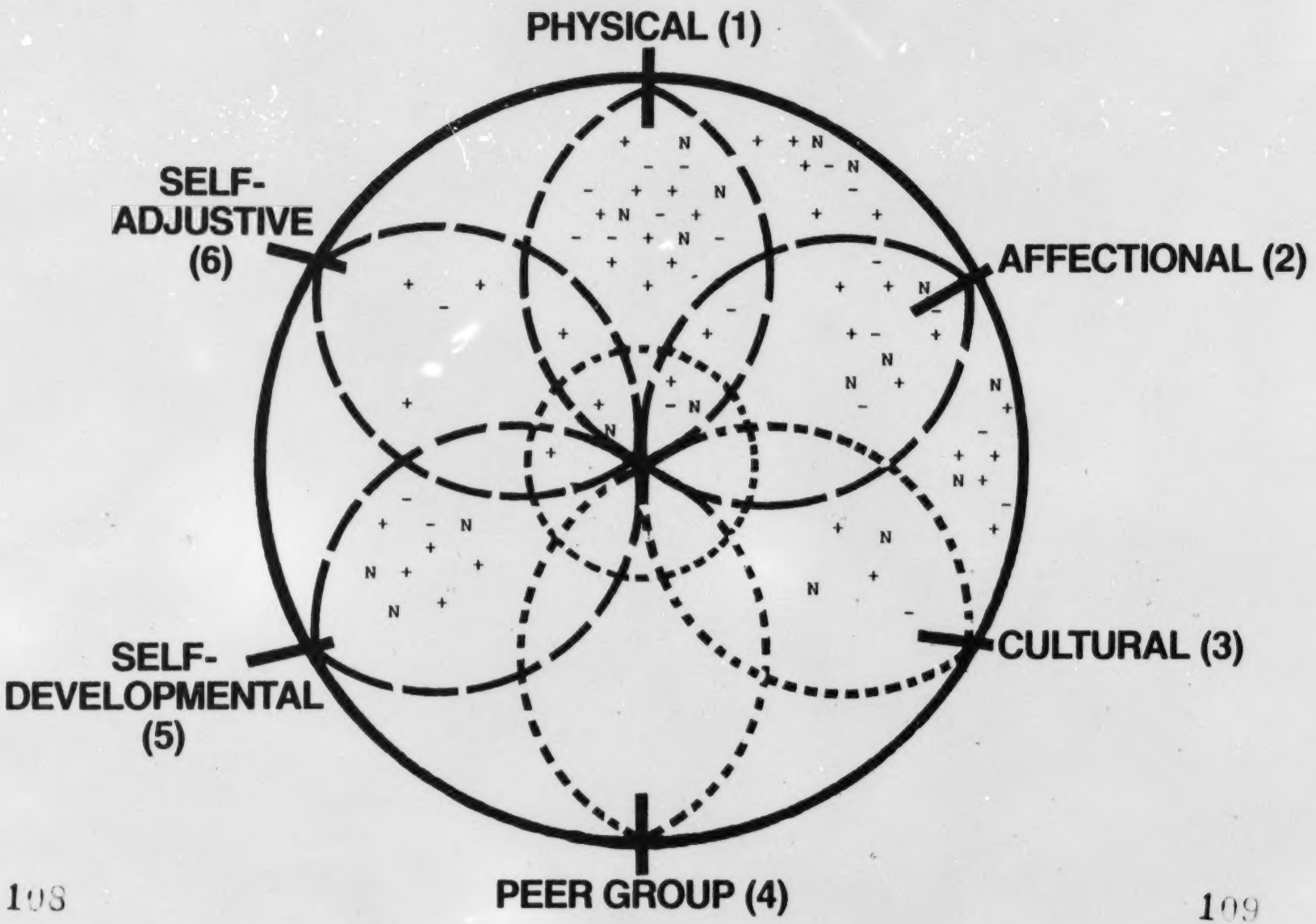
FIELD SUPERVISOR--The person who advises, counsels, recommends, guides, instructs, and assists CDA interns in their field work. Comparable terms are field advisor, field coordinator, instructor, and trainer.

INDICATORS--A further competency area delineation that provides a basis for observations and for classifying or categorizing observations of a CDA candidate's (or CDA intern's) performance within each Functional Area. The indicators are criterion behaviors or activities by which a candidate (intern) can demonstrate competence in a given Functional Area. They are activities or behaviors performed by competent child care workers.

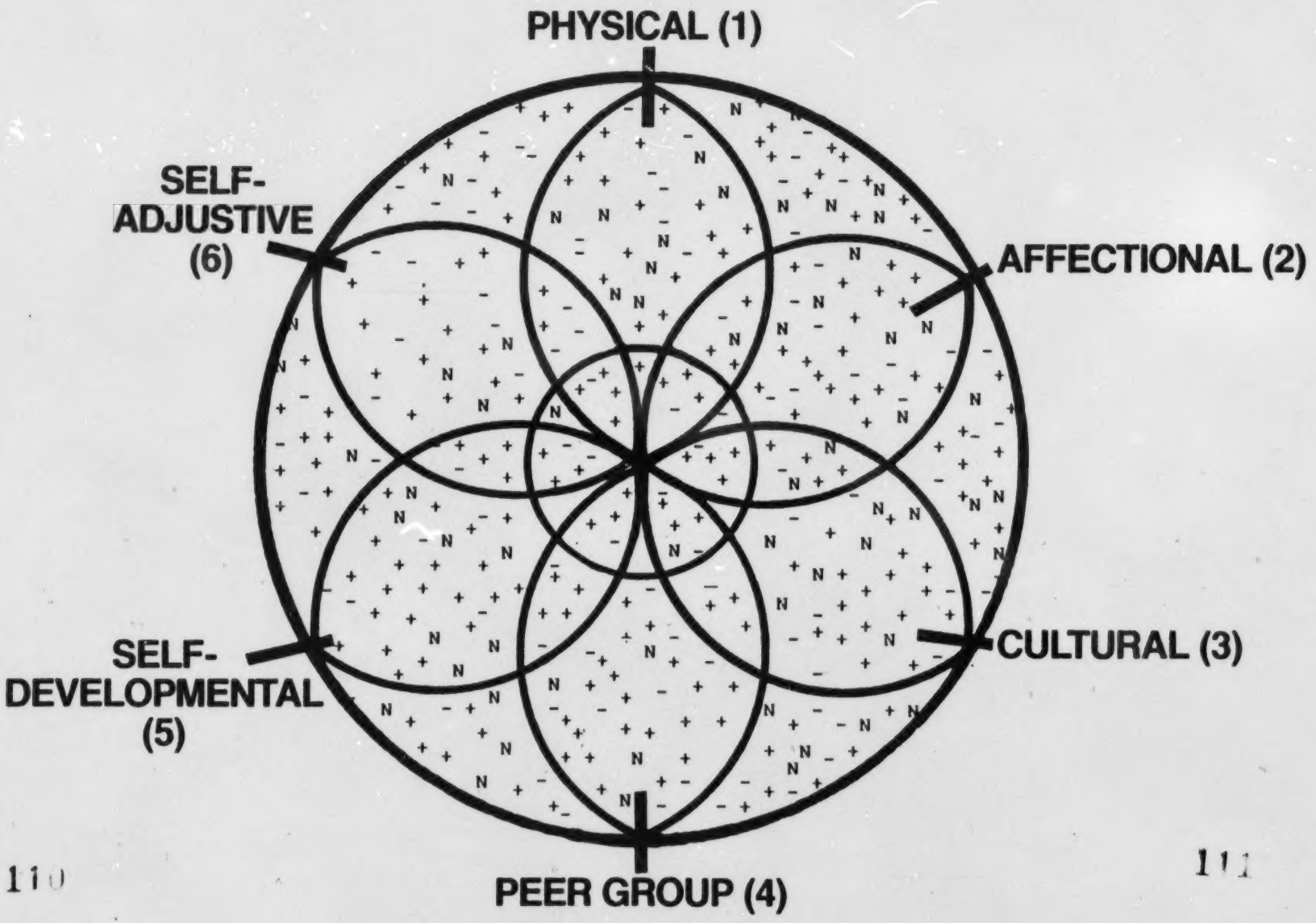
Potential for Development and Structure



Development and Structure I



Development and Structure II



One's Private Perceptual World